



Charleston Progressive Academy

1600 Saranac Street
North Charleston, SC

Grades	PK-6 Elementary School	
Enrollment	357 Students	
Principal	Wanda Wright-Sheats	843-720-2967
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Good
2010	Average	Excellent
2009	Average	Good
2008	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

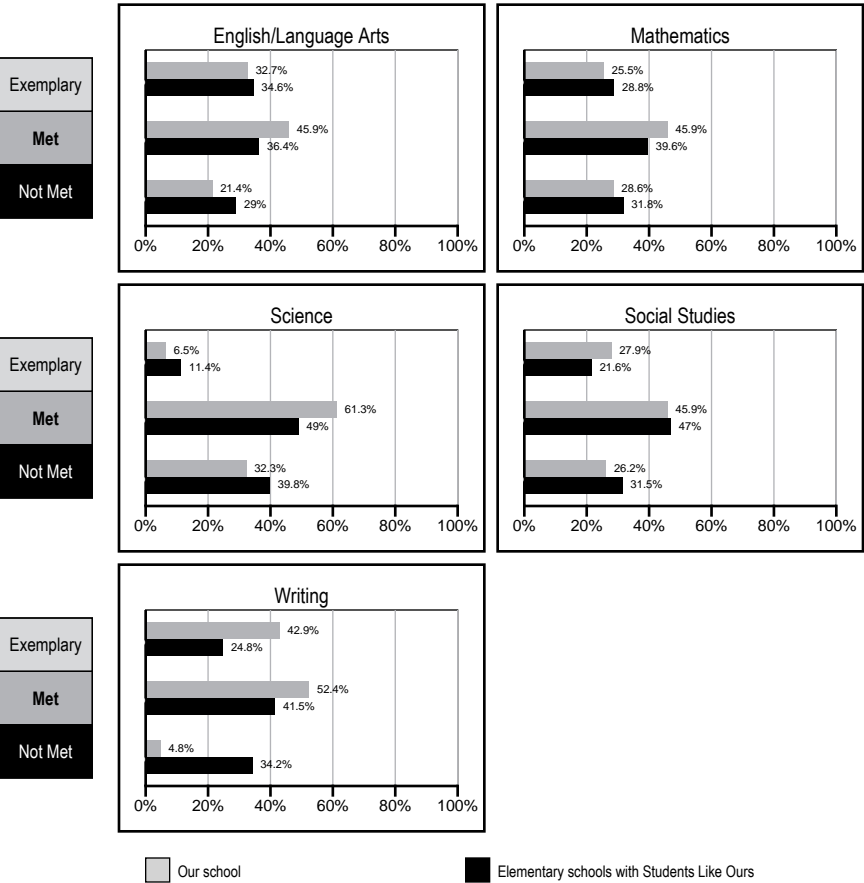
94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	19	95	18	4

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=357)				
First graders who attended full-day kindergarten	97.5%	Down from 100.0%	100.0%	100.0%
Retention rate	0.3%	Down from 1.1%	1.4%	1.0%
Attendance rate	96.9%	Up from 96.6%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Up from 0.4%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	30.8%	Up from 25.0%	60.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	73.7%	Up from 67.8%	88.1%	88.7%
Teacher attendance rate	98.3%	Up from 97.3%	94.9%	95.1%
Average teacher salary*	\$42,385	Down 4.1%	\$46,195	\$47,210
Professional development days/teacher	13.9 days	Down from 17.4 days	10.7 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 13.9 to 1	19.3 to 1	20.0 to 1
Prime instructional time	95.0%	Up from 93.9%	90.0%	90.5%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,711	Up 25.7%	\$7,411	\$7,247
Percent of expenditures for instruction**	62.2%	Up from 61.1%	67.4%	68.2%
Percent of expenditures for teacher salaries**	58.6%	Up from 56.2%	64.2%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Charleston Progressive Academy (CPA) is a Title I countywide magnet school focusing on fitness and leadership. The grade configuration is pre-kindergarten through sixth with an enrollment of 361 students. As in the past six years our instructional staff has remained stable and every teacher and teacher assistant is highly qualified as specified under No Child Left Behind. Faculty members have received various grants in the academic and fitness areas through Donor's Choose, Charleston County School District and the State Department of Education (SDE). This year through the SDE, CPA added the Farm to School and Fruit and Vegetable Grants.

CPA continues to be proud of its successes: achieving AYP (met 13 out of 13 objectives) and a repeat recipient of the Palmetto Silver Award due to our 2011 school report card improvement rating (Good). Our efforts in our reading program were rewarded with CPA receiving exemplary honors by Charleston County Community of Readers for the fourth consecutive year. Annually, students publish their own books through Nationwide Publishing to integrate the school's magnet leadership focus with literacy.

Every year the instructional staff along with the school's leadership team decides upon school wide initiatives that would enhance and strengthen the academic progress of CPA's students. We chose to place extra focus on math by conducting Math Instructional Nights and implementing the problem of the week to enhance our students' mathematical skills.

To meet the learning needs, styles, and many levels of our students we have continued implementing our AM Activities Program. It provides students with physical, academic, and social activities prior to the instructional day. CPA also operates two after school programs, Kaleidoscope for grades CD through second and 21st Century for grades three through six. Certified teachers are employed in the 21st Century Program to give students of the tested grades additional instructional assistance and enrichment. Other interventions that were used to address students' needs were various computerized instructional programs.

Although Charleston Progressive Academy has some challenges, they are limited. Our goal for the last two years has been to increase parental involvement. We are delighted to report that our PTA has led the way in this area. Our membership has tripled and parents participated in both the SC PTA Conference and Parents Leading the Way Conference through Title I for the second year. We are proud of the work and the support that the PTA Board continues to provide to the CPA teachers and administration and their involvement in the rebuild project of CPA as we look forward to our return to the downtown area in August of 2013.

Wanda Wright-Sheats, Principal

Lonnie Hamilton III, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	21	9
Percent satisfied with learning environment	90.5%	76.2%	I/S
Percent satisfied with social and physical environment	90.9%	65.0%	I/S
Percent satisfied with school-home relations	86.4%	81.0%	I/S

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	97.8
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Charleston Progressive Academy school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	660.7	642.1	608.6	634.1	100.0	100.0
Male	657.8	638.6	611.0	639.1	100.0	100.0
Female	662.8	644.5	607.1	630.8	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	660.2	641.5	608.1	633.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	661.2	640.0	607.9	633.6	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Grades 6-8

All Students	638.3	637.6	616.5	632.5	100.0	100.0
Male	653.8	646.5	607.3	727.0	100.0	100.0
Female	634.9	635.7	619.9	623.1	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	638.3	637.6	616.5	632.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	638.3	637.6	616.5	632.5	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	25	100	12	28	60	88
	4	18	100	17.6	47.1	35.3	82.4
	5	28	100	14.3	42.9	42.9	85.7
	6	19	100	26.3	42.1	31.6	73.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	30	100	30	23.3	46.7	70
	4	25	100	12	52	36	88
	5	21	100	9.5	66.7	23.8	90.5
	6	22	100	31.8	50	18.2	68.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	25	100	36	24	40	64
	4	18	100	23.5	58.8	17.6	76.5
	5	28	100	14.3	71.4	14.3	85.7
	6	19	100	36.8	47.4	15.8	63.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	30	100	33.3	30	36.7	66.7
	4	25	100	32	48	20	68
	5	21	100	33.3	38.1	28.6	66.7
	6	22	100	13.6	72.7	13.6	86.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	12	100	41.7	41.7	16.7	58.3
	4	18	100	N/AV	N/AV	N/AV	52.9
	5	14	100	N/AV	N/AV	N/AV	50
	6	9	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	15	100	40	53.3	6.7	60
	4	25	100	36	56	8	64
	5	11	100	36.4	54.5	9.1	63.6
	6	11	100	N/AV	N/AV	N/AV	90.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	13	100	30.8	23.1	46.2	69.2
	4	18	100	29.4	41.2	29.4	70.6
	5	14	100	7.1	50	42.9	92.9
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	15	100	33.3	20	46.7	66.7
	4	25	100	32	56	12	68
	5	10	I/S	I/S	I/S	I/S	I/S
	6	11	100	27.3	54.5	18.2	72.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	28	100	3.6	50	46.4	96.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	21	100	4.8	52.4	42.9	95.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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